

Kingsbury Elementary

825 Kingsbury Road
Sumter, South Carolina 29150

Grades	PK-5 Elementary School	
Enrollment	619 Students	
Principal	Richard L. Avins	803-775-6244
Superintendent	Zona W. Jefferson, Ph.D.	803-469-8536
Board Chair	Ms. Jo R. White	803-773-7663

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	21	72	11	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Average	Below Average	Yes
2006	Average	Unsatisfactory	Yes

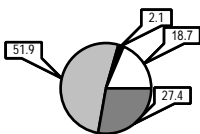
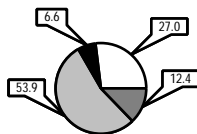
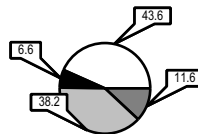
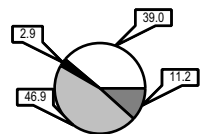
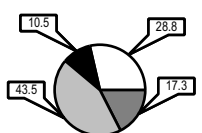
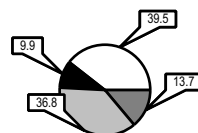
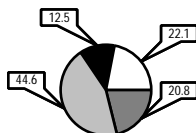
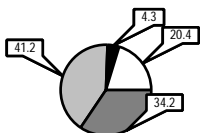
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	269	100.0	18.4	51.2	27.9	2.5	43.0	Yes	Yes
Gender									
Male	138	100.0	23.6	50.4	23.6	2.4	38.2	N/A	N/A
Female	131	100.0	13.2	52.1	32.2	2.5	47.9	N/A	N/A
Racial/Ethnic Group									
White	86	100.0	8.5	50.0	39.0	2.4	58.5	Yes	Yes
African American	175	100.0	22.7	53.2	21.4	2.6	35.1	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	227	100.0	13.2	54.4	29.9	2.5	46.1	N/A	N/A
Disabled	42	100.0	45.0	35.0	17.5	2.5	27.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	269	100.0	18.4	51.2	27.9	2.5	43.0	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	264	100.0	17.6	51.9	28.0	2.5	43.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	175	100.0	22.7	55.8	19.5	1.9	34.4	Yes	Yes
Full-pay meals	94	100.0	11.1	43.3	42.2	3.3	57.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	269	100.0	26.6	53.3	12.3	7.8	37.7	Yes	Yes
Gender									
Male	138	100.0	26.8	53.7	11.4	8.1	40.7	N/A	N/A
Female	131	100.0	26.4	52.9	13.2	7.4	34.7	N/A	N/A
Racial/Ethnic Group									
White	86	100.0	8.5	54.9	22.0	14.6	62.2	Yes	Yes
African American	175	100.0	36.4	52.6	7.8	3.2	24.0	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	227	100.0	23.0	56.9	13.2	6.9	39.7	N/A	N/A
Disabled	42	100.0	45.0	35.0	7.5	12.5	27.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	269	100.0	26.6	53.3	12.3	7.8	37.7	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	264	100.0	26.4	53.1	12.6	7.9	38.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	175	100.0	33.1	56.5	6.5	3.9	26.0	Yes	Yes
Full-pay meals	94	100.0	15.6	47.8	22.2	14.4	57.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	269	99.6	42.8	37.9	11.5	7.8	19.3
Gender							
Male	138	99.3	41.8	34.4	14.8	9.0	23.8
Female	131	100.0	43.8	41.3	8.3	6.6	14.9
Racial/Ethnic Group							
White	86	98.8	22.2	44.4	19.8	13.6	33.3
African American	175	100.0	53.2	35.7	7.1	3.9	11.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	227	99.6	38.4	41.9	12.8	6.9	19.7
Disabled	42	100.0	65.0	17.5	5.0	12.5	17.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	269	99.6	42.8	37.9	11.5	7.8	19.3
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	264	99.6	42.0	38.7	11.3	8.0	19.3
Socio-Economic Status							
Subsidized meals	175	100.0	51.9	37.0	7.8	3.2	11.0
Full-pay meals	94	98.9	27.0	39.3	18.0	15.7	33.7

Social Studies							
All Students	269	100.0	38.5	46.7	11.1	3.7	14.8
Gender							
Male	138	100.0	40.7	43.1	12.2	4.1	16.3
Female	131	100.0	36.4	50.4	9.9	3.3	13.2
Racial/Ethnic Group							
White	86	100.0	22.0	57.3	15.9	4.9	20.7
African American	175	100.0	47.4	42.2	7.8	2.6	10.4
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	227	100.0	33.3	52.0	11.3	3.4	14.7
Disabled	42	100.0	65.0	20.0	10.0	5.0	15.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	269	100.0	38.5	46.7	11.1	3.7	14.8
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	264	100.0	38.1	46.9	11.3	3.8	15.1
Socio-Economic Status							
Subsidized meals	175	100.0	45.5	45.5	7.8	1.3	9.1
Full-pay meals	94	100.0	26.7	48.9	16.7	7.8	24.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	89	98.9	11.1	37.0	49.4	2.5	51.9
	4	93	100.0	19.8	50.0	30.2	0.0	30.2
	5	83	100.0	16.2	48.6	33.8	1.4	35.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	100.0	17.0	43.2	34.1	5.7	39.8
	4	87	100.0	16.7	47.4	34.6	1.3	35.9
	5	84	100.0	21.8	64.1	14.1	0.0	14.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	89	100.0	19.5	61.0	17.1	2.4	19.5
	4	93	100.0	20.9	46.5	20.9	11.6	32.6
	5	83	100.0	16.2	56.8	17.6	9.5	27.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	100.0	27.3	54.5	13.6	4.5	18.2
	4	87	100.0	20.5	48.7	16.7	14.1	30.8
	5	84	100.0	32.1	56.4	6.4	5.1	11.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	89	100.0	32.9	52.4	13.4	1.2	14.6
	4	93	100.0	44.2	34.9	16.3	4.7	20.9
	5	83	100.0	45.9	33.8	8.1	12.2	20.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	99.0	35.6	46.0	12.6	5.7	18.4
	4	87	100.0	37.2	37.2	12.8	12.8	25.6
	5	84	100.0	56.4	29.5	9.0	5.1	14.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	89	100.0	34.1	48.8	14.6	2.4	17.1
	4	93	100.0	19.8	58.1	17.4	4.7	22.1
	5	83	100.0	41.9	40.5	12.2	5.4	17.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	98	100.0	21.6	59.1	15.9	3.4	19.3
	4	87	100.0	34.6	44.9	16.7	3.8	20.5
	5	84	100.0	61.5	34.6	0.0	3.8	3.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 619)				
First graders who attended full-day kindergarten	100.0%	Up from 95.5%	100.0%	100.0%
Retention rate	3.3%	Down from 7.9%	3.1%	2.8%
Attendance rate	97.4%	Up from 97.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	7.9%	Down from 10.4%	10.3%	10.4%
On academic plans	31.4%	N/AV	39.4%	33.6%
On academic probation	15.5%	N/AV	1.3%	1.0%
With disabilities other than speech	7.2%	Down from 8.5%	8.1%	7.5%
Older than usual for grade	2.6%	Down from 4.0%	0.9%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	50.0%	No change	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.6%	0.0%	0.0%
Teachers returning from previous year	82.0%	Up from 81.2%	87.7%	87.3%
Teacher attendance rate	96.0%	Up from 93.2%	94.8%	94.9%
Average teacher salary	\$39,247	Up 0.5%	\$42,385	\$42,485
Prof. development days/teacher	21.9 days	Down from 22.9 days	14.0 days	13.3 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.3 to 1	Down from 22.8 to 1	18.3 to 1	18.6 to 1
Prime instructional time	92.1%	Up from 88.5%	89.3%	89.7%
Dollars spent per pupil*	\$6,413	Up 9.3%	\$6,338	\$6,557
Percent of expenditures for teacher salaries*	68.2%	Down from 68.3%	63.5%	64.0%
Percent of expenditures for instruction*	72.2%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Kingsbury Elementary School's administrative staff and faculty continue to strive to make Kingsbury a great learning community and a family-oriented school. We are blessed with a beautiful school facility with competent and caring teachers, hard working and discovery learning students, and supportive and involved parents. These qualities make Kingsbury a special learning community for our students.

During the 2005-2006 school year, we continued implementation of professional development reading workshops through study groups and in the South Carolina Reading Initiative (SCRI). All faculty members participated in the workshops and incorporated the strategies into their instructional practices.

Several programs implemented by the faculty in the past that were effective will be continued. The Reading Renaissance and STAR Reading programs that encourage students to read independently at their level will be continued. Reading Recovery will remain in the first grade. We have added Literacy Lab for first graders where all students receive small group instruction from Reading Recovery teachers. Read 180 has been added to the fourth and fifth grades to assist those students who may be struggling in reading and writing. The science lab teacher continues to assist with the math curriculum by incorporating math and science standards to give additional support to the classroom teacher.

Kingsbury's students traditionally perform well on the Palmetto Achievement Challenge Test (PACT). In 2005, our students scored above the district averages for English/Language Arts and above state averages in the third and fifth grades. Math averages were above state and district averages for the fifth grade. Our school met Adequate Yearly Progress (AYP) for the third consecutive year. Kingsbury's improvement rating improved to below average. Teachers continue to work with students to improve the PACT scores with after-school tutorial sessions and through small groups based on Measures of Academic Progress (MAP) testing.

Kingsbury's students continue to be involved in service learning projects. Last year, we participated in the Katrina Relief fund, the Salvation Army's food drive, a weekly recycling project, Jump Rope for Heart, the March of Dimes Walk America, and Pennies for Patients.

We at Kingsbury believe in the saying that "it takes a village to raise a child."

Richard L. Avins, Principal
Ron Bridges, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	74	39
Percent satisfied with learning environment	97.6%	82.4%	89.7%
Percent satisfied with social and physical environment	100.0%	78.4%	82.1%
Percent satisfied with school-home relations	81.0%	79.7%	86.8%

*Only students at the highest elementary school grade level at this school and their parents were included.